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ABSTRACT

As part of the school reform legislation of 1985, the Illinois State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics, science, social science, fine arts, and physical development and health. The next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education. The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. This volume, the third in a series of four, presents the discussion drafts that are a product of work by 200 Illinois teachers, administrators, parents, higher education faculty, and business representatives. The volume proposes guidelines for physical development, health, and the fine arts and the benchmarks to measure progress toward each state goal for these areas; and includes the summary charts for each of the six fundamental learning areas: English language arts, mathematics, science, social science, fine arts, physical development and health, and foreign languages. Appendices contain a chart that compares 1985 State Goals for Learning with the 1996 draft goals, a list of participants, and two feedback instruments. (Contains 93 references.) (LMI)

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ED 424 610

VOLUME THREE
STATE GOALS 19-27

1996

PRELIMINARY DRAFT: ILLINOIS ACADEMIC STANDARDS

FOR PUBLIC REVIEW AND COMMENT

JUNE

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PHYSICAL DEVELOPMENT AND HEALTH

FINE ARTS

EA 027 914

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ILLINOIS ACADEMIC STANDARDS

FOR PUBLIC REVIEW AND COMMENT

PHYSICAL DEVELOPMENT AND HEALTH

FINE ARTS

VOLUME THREE
STATE GOALS 19-27

JUNE 1996

Please duplicate as needed.

A Message to Illinois Citizens:

June, 1996

Improving the quality of public education must be a shared priority. Ensuring that our children acquire the knowledge and skills they will need to be successful in their education, career and community life requires a joint effort of educators and school board members, as well as business, community and civic representatives. In order for such cooperation to take place, the intended results of schooling must be defined and communicated in ways that all participants can understand and use.

This discussion document represents a year of work on the part of over 200 educators and citizens. The document proposes the essential academic knowledge and skills all students should learn as a result of their public education. Once finalized, the document will serve as a guide to help our children acquire this essential learning. It will also serve as a basis for communicating the expected results of Illinois schooling to our residents and the rest of the nation.

Please make time to review this work in progress. Your contribution is crucial to the success of this effort. Become an active participant in the ongoing process of developing a set of academic standards that will focus the work of schools as they prepare our children for the future. We urge you to review this document and to submit one or both of the feedback instruments/comment forms in Appendices D and E to the Illinois State Board of Education.

Questions concerning this draft may be directed to your Regional Office of Education or to the Illinois State Board of Education at 1-800-387-1470 or (rschaljo@spr6.isbe.state.il.us).

We look forward to your comments.

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INTRODUCTION

As part of the school reform legislation of 1985, the State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics, science, social science, fine arts, and physical development and health. While these broad statements of goals and objectives have been helpful to schools over the past 10 years, the next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education.

The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. The discussion drafts presented here are the result of more than a year of work by 200 Illinois teachers, administrators, parents, higher education faculty and business representatives. Of the four volumes in the series, three cover the six fundamental learning areas: **Volume One** - English Language Arts (reading and writing) and Mathematics, **Volume Two** - Science and Social Science, and **Volume Three** - Fine Arts and Physical Development and Health. **Volume Four** addresses Foreign Languages, which is not one of the fundamental learning areas identified in the School Code, but is included as a resource for foreign language programs.

The standards are being released as a discussion draft for review by all Illinois citizens. Through November 1996, individuals and groups will have opportunities to comment on the standards and make suggestions. The purpose of seeking public comment is to come to agreement upon a set of rigorous academic standards for Illinois students.

Once the standards are complete, state assessments will be improved to more accurately measure student achievement at designated grade levels. In addition, the academic standards are expected to

- clarify the intended results of schooling for all audiences including parents, students and the community;
- provide high academic standards and expectations for student learning across the state;
- ensure continuity for students who move from one district to another; and
- create a clear set of expectations for student performance that can be assessed at both state and local levels, as well as provide for individual student progress reporting.

The goals, academic standards and learning benchmarks may be adapted and modified to meet individual student needs and learning styles to maximize the number of students meeting and exceeding the learning expectations these standards represent.

These documents are works in progress that are meant to provide the basis for public discussion about Illinois education and our expectations for student achievement. We encourage your suggestions and ideas for improvement.

Academic standards such as these describe what children should learn, not how they should be taught. Matters such as instructional techniques and materials are left for local communities and schools to determine.

The draft Illinois goals, academic standards and learning benchmarks are a work in progress. This discussion draft has been distributed widely throughout the state for review by all who are interested. Your comments and discussion are welcomed and encouraged. With your help, we can improve our schools, and the quality of education our children receive, helping them to meet the challenges ahead.

CRITERIA FOR STANDARDS

To assure clarity and effectiveness, the teams drafting the goals and academic standards addressed the following criteria:

- The standards must be clear and meaningful to students, parents, educators, business representatives and the community at large.
- The standards should include an appropriate combination of knowledge and skills, not just facts alone or skills alone.
- The standards should build upon and go beyond the basics within each of the academic disciplines.
- The standards should be specific enough to convey what students should learn, but broad enough to allow for a variety of approaches to teaching, curriculum, course design and assessment.
- The standards should be specific enough to be used in assessing progress and improving students' learning.

DEFINITIONS OF TERMS

This document is arranged in a logical sequence, giving increasing detail on what students should learn and be able to do. There are several terms used throughout.

LEARNING AREA: A learning area is an academic subject or discipline. The learning areas addressed by the writing teams are English Language Arts, Mathematics, Science, Social Science, Physical Development and Health and Fine Arts. A supplementary draft of advisory goals and standards for Foreign Languages is also being distributed.

APPLICATIONS OF LEARNING: Applications of learning are significant methods of learning and using knowledge which cross academic disciplines. The ability to use these skills will greatly influence students' success later in life.

The five applications of learning are explained below:

- **Solving Problems** - Problem solving is a key mechanism in which students learn to investigate problems and to formulate and propose solutions supported by reason and evidence.

- **Communicating** - Understanding lessons is only the beginning of education. Students also must be able to express and receive information and ideas accurately and clearly in oral and written forms. In fact, communication reinforces learned lessons, helping students to use facts and information to build further knowledge.

- **Using Technology** - Technology, particularly telecommunications and computer technology, puts a wealth of information and expertise at students' fingertips. Skilled use of technology creates a gateway to relevant, up-to-date information well beyond the walls of the classroom.

- **Working on Teams** - Learning is an intensely individual activity, but students also need to know how to contribute as members of teams or work groups. This aspect of learning is essential to adult life.

- **Making Academic Connections** - Every subject is related in some fashion to others. Students must learn to place information within a larger setting—to see the connections among lessons, subjects and everyday life.

GOAL: A goal is a broad statement of knowledge and/or skill to be attained within a learning area. Goals organize subject matter within learning areas. Each goal in this draft has an explanation of why it is important and how it relates to life beyond school. **A comparison of the proposed goals with those adopted in 1985 appears in Appendix A.**

ACADEMIC STANDARD: An academic standard is a specific statement of knowledge and/or skills within a goal. Academic standards clearly define the learning needed to achieve a goal. They state specifically what students should know and be able to do as a result of their education.

LEARNING BENCHMARKS: Learning benchmarks are progress indicators for measuring students' achievement of an academic standard. The benchmark levels are early elementary school, late elementary school, middle school (junior high school), early high school and late high school.

Learning benchmarks also can be seen as bridges between the stated standards and the measurements that will be used to determine

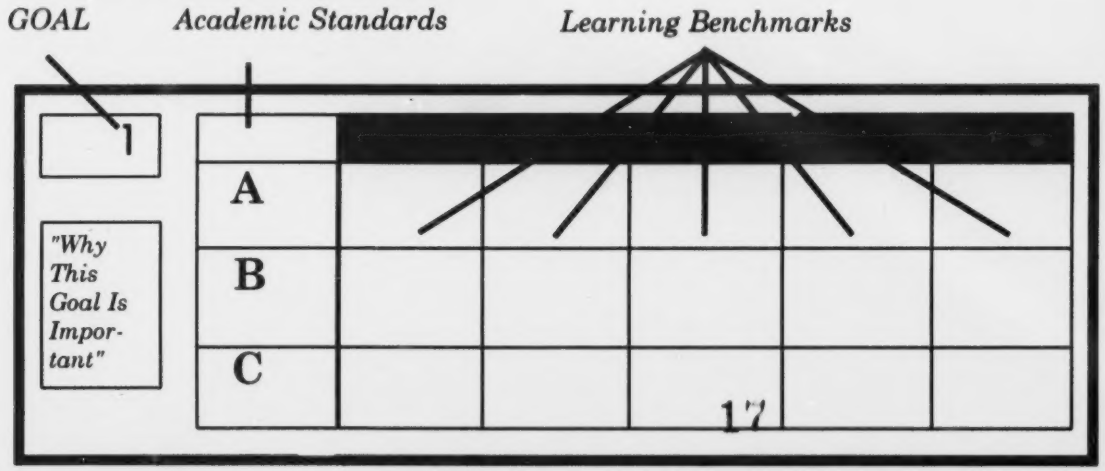
achievement. Learning benchmarks are cumulative, more complex and rigorous from one level to the next. In elementary and middle school, learning benchmarks relate to basic skills—reading comprehension, grammar, writing skills, computation (addition, subtraction, multiplication and division) and others. In early high school, they define the essential knowledge and skills that all students are expected to have. In late high school, learning benchmarks reflect the fact that students have begun to specialize in their studies and career development.

FORMAT

The format for each learning area is displayed in the following parts beginning on page 1.

- An introductory section explaining how the draft goals, academic standards and learning benchmarks were developed, the importance of the learning area, an overview of the main ideas embodied in the goals and standards, and what students will gain through their studies in this learning area.
- A discussion of Applications of Learning relevant to this discipline, in which specific examples of how skills of solving problems, communicating, using technology, working on teams and making academic connections can be achieved through study in this learning area.
- A summary of the goals and academic standards for the learning area on one page so that students, parents and educators can get a picture of the entire learning area "at a glance."
- A table of the academic standards and learning benchmarks for each goal, showing in detail why each goal is important for students to learn, the standards that further define each goal, and the learning benchmarks that will define expected student progress toward achieving each standard.

The diagram below shows how the goals, academic standards and learning benchmarks are displayed in the draft document.



SUMMARY CHART

ENGLISH LANGUAGE ARTS

The following is a summary chart showing all goals and academic standards for all learning areas.

Students need knowledge and skills in English language arts to open the doors to learning in all subject areas, to achieve success in the workplace and to be well-informed, productive citizens. English language arts include the basic communication skills of reading, writing, speaking and listening.

Students who achieve these skills will be able to find and use information from many sources, read and understand a broad range of written materials, and write for a variety of purposes and audiences.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL	ACADEMIC STANDARDS FOR GOAL
1 Read with understanding and fluency.	**ACADEMIC STANDARDS FOR GOAL 1** A. Apply word analysis and vocabulary skills to comprehend text. B. Apply reading strategies to improve fluency and understanding. C. Demonstrate comprehension of a broad range of reading materials.
2 Understand the expressed meaning in literature representative of various societies, eras and ideas.	**ACADEMIC STANDARDS FOR GOAL 2** A. Demonstrate an understanding of literary elements and techniques. B. Explain, analyze and interpret the expressed meaning in literature representing various societies, eras and ideas.
3 Write to communicate for a variety of purposes.	**ACADEMIC STANDARDS FOR GOAL 3** A. Use correct grammar, spelling, punctuation, capitalization and sentence structure. B. Compose well-organized and coherent writing for specific purposes and audiences. C. Communicate ideas in writing to accomplish a variety of purposes.
4 Listen and speak effectively in a variety of situations.	**ACADEMIC STANDARDS FOR GOAL 4** A. Listen effectively in formal and informal situations. B. Speak effectively using language appropriate to the situation and audience.
5 Use reading, writing, listening and speaking skills to research and apply information for specific purposes.	**ACADEMIC STANDARDS FOR GOAL 5** A. Locate, acquire and organize information from various sources to answer questions and solve problems. B. Analyze and evaluate information acquired from various sources. C. Apply acquired information, concepts and ideas.

SUMMARY CHART

MATHEMATICS

Mathematics is used to identify, describe and investigate the patterns and challenges of everyday living. It helps us understand past events and predict and prepare for events to come. The study of mathematics includes arithmetic, geometry, algebra, trigonometry, statistics and other fields.

Students meeting these standards will understand how numbers are used and be able to use words and numbers to solve problems. They will be able to investigate, predict and reason using a variety of methods to solve a range of problems.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

6 **Demonstrate a knowledge and sense of numbers and their representations, including basic operations (addition, subtraction, multiplication, division), ratios and proportions, by using multiple ways of obtaining exact values and estimates to understand patterns involving numbers and their applications.**

ACADEMIC STANDARDS FOR GOAL 6

A. Demonstrate knowledge and use of numbers and their relations and representations in a broad range of settings from theoretical to practical.
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division), algorithms and relationships.
C. Solve problems using multiple approaches to computation including estimation, mental mathematics, paper-and-pencil methods and technology.
D. Solve problems involving the comparisons of quantities using ratios, proportions and percents.

PROPOSED 1996 STATE GOAL

7 **Make, use and estimate measurements of objects, amounts and relationships and determine tolerable levels of error.**

ACADEMIC STANDARDS FOR GOAL 7

A. Measure and compare quantities using appropriate units, instruments and methods.
B. Estimate measurements and determine tolerable levels of error in measurements.
C. Apply appropriate instruments, scales and formulas to solve problems and interpret results.

PROPOSED 1996 STATE GOAL

8 **Identify and describe patterns and relationships in actual data, as well as solve problems and predict results using algebraic methods and symbols, tables, graphs, calculators and computers.**

ACADEMIC STANDARDS FOR GOAL 8

A. Identify numerical relationships using variables and patterns.
B. Analyze and describe numerical relationships using a variety of representations.
C. Solve problems using systems of numbers and their properties.
D. Apply algebraic concepts and procedures to represent, simplify and solve problems.

SUMMARY CHART

MATHEMATICS

Continued

PROPOSED 1996 STATE GOAL

9 **Analyze, categorize and draw conclusions about objects and spatial relationships using geometric methods and drawings, sketches, graphs, models, symbols, calculators and computers.**

ACADEMIC STANDARDS FOR GOAL 9

A. Demonstrate and apply basic geometric concepts in one, two and three dimensions.
B. Identify, describe, classify and compare relationships within and among one-, two- and three-dimensional figures.
C. Construct convincing arguments and proofs to represent, transform and solve problems.
D. Apply trigonometric properties to solve problems.

PROPOSED 1996 STATE GOAL

10 **Collect, organize and analyze data using statistical methods and tables, charts, graphs, calculators and computers to represent processes, to predict results and to interpret uncertainty and chance in practical applications.**

ACADEMIC STANDARDS FOR GOAL 10

A. Organize, represent, analyze and make conclusions from existing data.
B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.
C. Determine and describe the probability of an event.

SUMMARY CHART

SCIENCE

Children have a natural curiosity about the world around them. The study of science provides students with the skills to follow areas of inquiry that interest them, to offer practical solutions to problems and to apply what they have learned.

The science standards describe essential knowledge and skills in three areas: scientific inquiry, factual knowledge combined with unifying concepts and the interaction of science and technology. Achieving these standards will prepare students to actively participate in a society that utilizes science and technology.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

11 **Understand and apply the methods of scientific inquiry and technological design to investigate questions, solve problems and analyze claims.**

ACADEMIC STANDARDS FOR GOAL 11

A. Explain the principles and practices of scientific research.
B. Apply the steps and methods of scientific inquiry to conduct experiments and investigate research questions.
C. Apply the principles and methods of technological design to solve problems.
D. Assess the credibility of scientific claims.

PROPOSED 1996 STATE GOAL

12 **Understand the facts and unifying concepts of the life, physical and earth/space sciences.**

ACADEMIC STANDARDS FOR GOAL 12

A. Apply concepts of systems within the sciences.
B. Apply concepts of form and function within the sciences.
C. Apply concepts of change and constancy within the sciences.
D. Apply concepts of models and explanations within the sciences.

PROPOSED 1996 STATE GOAL

13 **Understand connections and relationships among science, technology and society.**

ACADEMIC STANDARDS FOR GOAL 13

A. Explain the historical development and importance of science and technology.
B. Explain conceptual relationships between science and technology.
C. Describe and analyze relationships among science, technology and society in practical situations.

SUMMARY CHART

SOCIAL SCIENCE

Studying social science helps students develop the ability to make informed decisions as citizens and community members. Social science includes the fields of political science and law, economics, history, geography and sociology. Students who achieve these standards will have a broad understanding of political and economic systems and a better understanding of events, trends, personalities and movements. They will also acquire a working knowledge of geography and state, national and world history.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

14 **Understand, analyze and compare political systems, with an emphasis on the United States.**

ACADEMIC STANDARDS FOR GOAL 14

A. Describe and explain basic principles of the United States government.
B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations.
C. Describe and explain election processes and responsibilities of citizens.
D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
E. Describe and explain United States foreign policy as it relates to other nations and international issues.

PROPOSED 1996 STATE GOAL

15 **Understand, analyze and compare economic systems, with an emphasis on the United States.**

ACADEMIC STANDARDS FOR GOAL 15

A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.
B. Analyze the effects of scarcity and choice on consumers.
C. Analyze the effects of scarcity and choice on producers.
D. Explain how trade generates interdependence affecting the economies of nations.

PROPOSED 1996 STATE GOAL

16 **Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

ACADEMIC STANDARDS FOR GOAL 16

A. Describe and explain contributions of selected individuals throughout history.
B. Explain the chronology and significance of major social, economic and political events throughout history.
C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.
D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.
E. Analyze the roles played by groups in developing a pluralistic society in the United States.

SUMMARY CHART

SOCIAL SCIENCE

Continued

PROPOSED 1996 STATE GOAL

17 **Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.**

ACADEMIC STANDARDS FOR GOAL 17

A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.
B. Analyze and explain characteristics and interactions of the earth's physical systems.
C. Analyze and explain relationships between geographic factors and society.
D. Explain the historical significance of geography.

PROPOSED 1996 STATE GOAL

18 **Understand, analyze and compare social systems, with an emphasis on the United States.**

ACADEMIC STANDARDS FOR GOAL 18

A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.
B. Analyze the roles of groups and institutions in relation to people and societies.

SUMMARY CHART

PHYSICAL DEVELOPMENT AND HEALTH

Research shows that good health improves students' capacity to learn. Understanding the principles of physical development and health can help students develop both the abilities and the habits they need for good health. The standards include the academic knowledge and skills necessary to understand physical development and health, physical fitness, team skills, and prevention and treatment of illness and injury.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

19 **Understand concepts and acquire competent movement skills to engage in health-enhancing physical activity.**

ACADEMIC STANDARDS FOR GOAL 19

A. Demonstrate and analyze various movement concepts and applications.
B. Demonstrate knowledge of rules and strategies during physical activity.
C. Demonstrate physical competency in individual and team sports and recreational activities.

PROPOSED 1996 STATE GOAL

20 **Understand how to assess, achieve and maintain physical fitness for continuing health.**

ACADEMIC STANDARDS FOR GOAL 20

A. Know and apply the physiological principles and components of health-related fitness.
B. Assess individual fitness levels.
C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

PROPOSED 1996 STATE GOAL

21 **Develop team-building skills by working with others through physical activity.**

ACADEMIC STANDARDS FOR GOAL 21

A. Demonstrate responsibility during group physical activities.
B. Demonstrate participatory and leadership skills during planned group physical activity.

PROPOSED 1996 STATE GOAL

22 **Understand principles of health promotion and the prevention and treatment of illness and injury.**

ACADEMIC STANDARDS FOR GOAL 22

A. Explain the basic principles of health promotion, illness prevention and safety.
B. Describe and explain the health influences among individuals, groups and communities.
C. Explain how the environment can affect health.

SUMMARY CHART

PHYSICAL DEVELOPMENT AND HEALTH

Continued

PROPOSED 1996 STATE GOAL	ACADEMIC STANDARDS FOR GOAL 23
23 **Understand human body systems and factors that influence growth and development.**	A. Describe and explain the structure and functions of the human body systems and how they interrelate. B. Explain the effects of health-related actions on the body systems. C. Describe factors that affect growth and development.

PROPOSED 1996 STATE GOAL	ACADEMIC STANDARDS FOR GOAL 24
24 **Promote and enhance health and well-being through the use of effective communication and decision-making skills.**	A. Demonstrate procedures for positive communication, resolving differences and preventing violence. B. Apply decision-making skills related to the protection and promotion of individual health. C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

SUMMARY CHART

FINE ARTS

Before children enter school, they draw, dance, experiment with sounds and act out stories. The arts are basic to a balanced and complete education for all students.

The fine arts include visual art, dance, music and drama. When students learn to create in images, gestures, sounds and words, they discover new ways to shape and share their ideas with others. Achieving standards in the fine arts will help students look at problems from multiple perspectives and understand the role of the arts in civilization.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

25 **Understand the sensory elements, organizational principles and ideas expressed in and among the arts.**

ACADEMIC STANDARDS FOR GOAL 25

A. Describe, analyze and evaluate the sensory elements and organizational principles of works of art.
B. Define, analyze and evaluate how sensory elements and organizational principles are used to express ideas in the arts.
C. Compare and contrast similarities, differences and connections of sensory elements, organizational principles, and ideas expressed within and among the arts.

PROPOSED 1996 STATE GOAL

26 **Through creating and performing, understand how works of art are produced.**

ACADEMIC STANDARDS FOR GOAL 26

A. Demonstrate an understanding of how tools and processes are used in the arts.
B. Apply skills and knowledge necessary to create and perform in the arts.

PROPOSED 1996 STATE GOAL

27 **Understand the role of the arts in civilizations, past and present.**

ACADEMIC STANDARDS FOR GOAL 27

A. Analyze how the arts function in history, society and everyday life.
B. Analyze how the arts reflect history, society and everyday life.

SUMMARY CHART

FOREIGN LANGUAGES

Foreign language is not a fundamental learning area as identified in the School Code, section 28-1. The foreign language goals, academic standards and learning benchmarks presented here are intended to be used as a resource for foreign language programs.

Foreign languages help prepare students to live and work in a diverse society. Learning foreign languages promotes understanding and improves human interaction in our world.

The goals for foreign languages outline four main areas of proficiency: listening, speaking, reading and writing in the "target language," that is, the language being studied. In addition, students study the history and society of the countries where the languages are spoken, as well as the languages' connections to other learning areas.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

28 **Use the target language to communicate within and beyond the classroom setting.**

ACADEMIC STANDARDS FOR GOAL 28

A. Understand oral communication in the target language.
B. Speak effectively in the target language in various settings.
C. Understand written passages in the target language.
D. Write effectively in the target language for a variety of purposes and audiences.

PROPOSED 1996 STATE GOAL

29 **Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.**

ACADEMIC STANDARDS FOR GOAL 29

A. Demonstrate knowledge of manners and customs.
B. Demonstrate knowledge and understanding of the arts.
C. Demonstrate knowledge and understanding of literature and the media.
D. Demonstrate knowledge and understanding of history.
E. Demonstrate knowledge and understanding of demographics and geography.

PROPOSED 1996 STATE GOAL

30 **Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.**

ACADEMIC STANDARDS FOR GOAL 30

A. Reinforce and further knowledge of other disciplines through the target language.
B. Demonstrate knowledge and understanding of a variety of career options.

PHYSICAL DEVELOPMENT AND HEALTH

The Illinois draft goals and academic standards for physical development and health were developed using the National Standards for Physical Education, National Health Education Standards, the 1985 State Goals for Physical Development and Health, other states' standards and local outcomes from Illinois school districts as resources.

A large body of research connects the capacity to learn to a healthy mind and body. The study and application of the underlying principles of physical development and health help students develop both the abilities and the habits necessary for all-around good health.

The physical development and health standards include the knowledge and skills necessary for growth and development, physical fitness, team skills, prevention and treatment of illness and injury, and healthful living. Achieving these standards will prepare students to create lasting and positive effects on their bodies and, therefore, contribute to improving their capacity to learn.

APPLICATIONS OF LEARNING

Applications of learning are significant methods of learning and using knowledge which cross academic disciplines. The ability to use these skills will greatly influence students' success later in life.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Physical activity itself can be a catalyst in problem solving. Students learn how to move quickly and decisively in games, how to deal with their opponents in sports, and how to gain advantage and respond to changing situations.

In physical development and health, students also learn how to acquire and understand basic health information, assess such information, access health services and address health problems.

COMMUNICATING

Express and interpret information and ideas.

Physical activity and movement can be a medium of communication. Students learn to observe others, listen, act and react—understanding the intentions of others and making their own intentions clear. Students also need to understand written and oral communications ranging from warning labels to medical advertisements and health-related news reports. They should be able to question and sort through information to help them make individual decisions about good health.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Students monitor fitness and analyze movement skills with monitoring instruments, video and computer software. These tools allow students to keep records, graph progress, create simulations and compare performance to national statistics. On-line services provide added information about health issues and fitness. Technology provides students with tools comparable to those used in the professional fitness and health fields.

WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

Teamwork is integral to many sports. Sports in turn teach the elements of teamwork in other fields. One overall goal of physical development is to give students the knowledge and skills necessary for working on teams to achieve specific objectives or a common goal. Students also learn to recognize individual strengths, resolve differences and use teamwork as a necessary tool for working with others.

MAKING ACADEMIC CONNECTIONS

Recognize and apply connections of important information and ideas within and among academic learning areas.

Students who are physically fit and in good health can improve their learning in all academic disciplines. In addition to creating the physical conditions for learning, the subject areas of physical development and health relate to other academic content in very specific ways. For example, mathematics is used for measurement, scoring and statistical recordkeeping in physical activities and sports. Health principles and knowledge provide a basis for academic studies in medicine and environmental science. A knowledge of health issues is necessary to understand important historical events and social organizations studied in social science. Students will be able to apply the knowledge and skills gained through studies of physical development and health in many disciplines.

PHYSICAL DEVELOPMENT AND HEALTH

PROPOSED 1996 STATE GOALS	ACADEMIC STANDARDS

As a result of their schooling, students will be able to:

GOAL 19 Understand concepts and acquire competent movement skills to engage in health-enhancing physical activity

ACADEMIC STANDARDS FOR GOAL 19

A. Demonstrate and analyze various movement concepts and applications.
B. Demonstrate knowledge of rules and strategies during physical activity.
C. Demonstrate physical competency in individual and team sports and recreational activities.

GOAL 20 Understand how to assess, achieve and maintain physical fitness for continuing health

ACADEMIC STANDARDS FOR GOAL 20

A. Know and apply the physiological principles and components of health-related fitness.
B. Assess individual fitness levels.
C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

GOAL 21 Develop team-building skills by working with others through physical activity

ACADEMIC STANDARDS FOR GOAL 21

A. Demonstrate responsibility during group physical activities.
B. Demonstrate participatory and leadership skills during planned group physical activity.

GOAL 22 Understand principles of health promotion and the prevention and treatment of illness and injury

ACADEMIC STANDARDS FOR GOAL 22

A. Explain the basic principles of health promotion, illness prevention and safety.
B. Describe and explain the health influences among individuals, groups and communities.
C. Explain how the environment can affect health.

GOAL 23 Understand human body systems and factors that influence growth and development

ACADEMIC STANDARDS FOR GOAL 23

A. Describe and explain the structure and functions of the human body systems and how they interrelate.
B. Explain the effects of health-related actions on the body systems.
C. Describe factors that affect growth and development.

GOAL 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills

ACADEMIC STANDARDS FOR GOAL 24

A. Demonstrate procedures for positive communication, resolving differences and preventing violence.
B. Apply decision-making skills related to the protection and promotion of individual health.
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

STATE GOAL 19

Understand concepts and acquire competent movement skills to engage in health-enhancing physical activity.

WHY THIS GOAL IS IMPORTANT

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area must be developmental and sequential, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

NOTE: ***The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.***

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Demonstrate and analyze various movement concepts and applications.	**19.A.1a** Demonstrate individual movement concepts of body awareness, space awareness, effort and relationships (e.g., direction, level, self-space and relationships to objects and people). **19.A.1b** Demonstrate controlled movement within a group setting (e.g., stop on signal and respect of individual space).	**19.A.2a** Demonstrate individual movement skills/concepts in combinations of increasing complexity (e.g., dribbling and running, jumping and landing). **19.A.2b** Demonstrate movement skills/concepts in group activities (e.g., passing a soccer ball, square dancing).
B. Demonstrate knowledge of rules and strategies during physical activity.	**19.B.1a** Describe the importance of following directions in physical activity (e.g., safety). **19.B.1b** Demonstrate the ability to follow directions while participating in physical activity.	**19.B.2a** Identify and apply rules (e.g., safety, staying within boundaries) for age-appropriate physical activity. **19.B.2b** Identify and apply strategies (e.g., ball movement, scoring) in selected activities.
C. Demonstrate physical competency in individual and team sports and recreational activities.	**19.C.1** Demonstrate basic motor, non-motor and manipulative skills using a controlled movement pattern.	**19.C.2** Demonstrate efficient and effective forms of motor, non-motor and manipulative skills.

MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
19.A.3 Demonstrate the difference between efficient and inefficient movements (e.g., opposition, speed, distance) in individual and group physical activities.	**19.A.4** Analyze efficient movement through self-assessment and peer observation of individual and group physical activities (e.g., layups, football spiral, volleyball pass).	**19.A.5** Use the principles of efficient/inefficient movement to conduct a self-assessment while performing an individual or group physical activity.	
19.B.3a Define and apply rules for age-appropriate physical activity. **19.B.3b** Identify and apply basic strategies (e.g., offense, defense) in selected games, activities and sports.	**19.B.4a** Explain and apply rules for age-appropriate physical activity. **19.B.4b** Compare and apply strategies in selected games, activities, and sports (e.g., efficiency and effectiveness of strategies, one on one vs. zone defense; pass, set and spike).	**19.B.5** Analyze and apply detailed rules and detailed strategies (e.g., officiate, coach) in selected games, activities and sports.	
19.C.3 Demonstrate complex applications of motor, non-motor and manipulative skills (e.g., layups, hurdles).	**19.C.4** Demonstrate the general knowledge of rules, basic skills and basic strategies of a variety of games, sports, dance and leisure activities.	**19.C.5** Demonstrate detailed knowledge, intermediate skills and advanced strategies in self-selected physical activities which include two individual sports, a team sport and a dance.	

STATE GOAL 20

Understand how to assess, achieve and maintain physical fitness for continuing health

WHY THIS GOAL IS IMPORTANT

Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be appropriately established on an individual basis; realistic plans need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

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As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Know and apply the physiological principles and components of health-related fitness.	**20.A.1a** Use vocabulary associated with physical fitness (e.g., sleep, rest, exercise, relaxation). **20.A.1b** Identify characteristics of being fit (e.g., flexibility, muscular strength).	**20.A.2** Describe healthful benefits that result from regular participation in physical activity.
B. Assess individual fitness levels.	**20.B.1** Explain immediate physiological effects of physical activity (e.g., faster heartbeat, increased pulse rate, increased breathing rate).	**20.B.2a** Determine heart rate before and after physical activity. **20.B.2b** Compare components of health-related fitness as they relate to fitness testing.

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MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
20.A.3a Explain physiological terminology (e.g., target heart rate, fatigue, recovery rate) used when describing effects of exercise. **20.A.3b** Identify the principles of training (e.g., F-I-T-T).	**20.A.4a** Demonstrate various types of fitness training programs (e.g., circuit training and aerobic interval). **20.A.4b** Report the effects of the principles of training on fitness levels (e.g., F-I-T-T).	**20.A.5** Demonstrate the principles of training from a personal fitness plan.	
20.B.3a Monitor their individual heart rates before, during and following light, moderate and vigorous physical activity. **20.B.3b** Prepare and assess an individual fitness profile, including physical activity participation levels, and determine individual fitness needs (e.g., health-related components).	**20.B.4a** Monitor, collect and analyze physiological data (e.g., heart rate, pulse, recovery rate, blood pressure). **20.B.4b** Assess an individual fitness profile (e.g., raw scores and physical activity level). **20.B.4c** Analyze behaviors (e.g., smoking, exercise, alcohol consumption) that affect individual physical fitness.	**20.B.5a** Collect and analyze physiological data over a period of time. **20.B.5b** Assess their individual fitness status.	

STATE GOAL 20

Understand how to assess, achieve and maintain physical fitness for continuing health

Continued

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.	**20.C.1a** Use vocabulary associated with fitness goal-setting (e.g., realistic, short-term, long-term, and individual vs. team). **20.C.1b** Use moderate physical fitness activities (e.g., jogging, moving to music) to demonstrate the relationship between exercise and its physiological effects.	**20.C.2a** Set personal fitness goals using individual fitness test data. **20.C.2b** Identify activities associated with the components of health-related fitness. **20.C.2c** Maintain aerobic activity (e.g., jogging, jump rope, swimming) for a specific amount of time.

NOTE: <u>The "e.g.'s" are meant as examples only.</u> There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
20.C.3a Explain how to set individual short-term fitness goals based on an individual fitness profile.	**20.C.4a** Explain how to set both short-term and long-term fitness goals based on individual profile data and group data.	**20.C.5a** Explain how to set short-term and long-term fitness goals using individual fitness profiles, group data and current research.	
20.C.3b Apply the principles of training (F-I-T-T and interval vs. circuit) to individual short-term fitness goals.	**20.C.4b** Describe and demonstrate fitness training programs that are beneficial and available.	**20.C.5b** Use physical fitness data to monitor an individual fitness plan (e.g., short-term, long-term).	
20.C.3c Explain which physical activities would be appropriate for an individual physical fitness plan to match individual fitness needs.	**20.C.4c** Design and implement a personal fitness program (short- and long-term).	**20.C.5c** Explain how future changes in one's life affect physical activity (e.g., age, illness, injury).	
20.C.3d Identify opportunities for regular participation in physical activities.	**20.C.4d** Apply criteria to assess an individual fitness plan.	**20.C.5d** Demonstrate improved health-related fitness (e.g., reduced heart rate, reduced heart recovery rate, reduced body fat percentage) through an individually designed physical fitness program.	
20.C.3e Demonstrate safe and effective warm-up and cool-down activities.			

STATE GOAL 21

Develop team-building skills by working with others through physical activity.

WHY THIS GOAL IS IMPORTANT

As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs and be able to recognize each member's contributions, including their own.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Demonstrate responsibility during group physical activities.	**21.A.1** Describe ways of being responsible for one's actions in group physical activities.	**21.A.2** Demonstrate responsibility for one's actions in group physical activities.
B. Demonstrate participatory and leadership skills during planned group physical activity.	**21.B.1a** Recognize individual differences and similarities among peers in physical activities, emphasizing safe participation. **21.B.1b** Demonstrate sharing, cooperation and concern for others while participating in physical activity (e.g., sharing equipment, taking turns).	**21.B.2a** Demonstrate participation in a variety of physical activities that require individual contributions to a team. **21.B.2b** Work constructively with a partner or small group to reach specific goals during physical activity (e.g., time on task, completion of task).

MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
21.A.3 Follow responsible decisions made by others (e.g., officials, coach) during physical activity.	**21.A.4** Demonstrate decision-making skills, both independently and with others, during physical activities, applying rules and following through with the decisions made.	**21.A.5** Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	
21.B.3 Identify and apply successful team-building skills in physical activity (e.g., roles of group members, group unity, trust, communication) considering strengths and limitations of self and others.	**21.B.4a** Recognize and demonstrate the role of the individual as a member of a group during physical activity (e.g., leader/follower, active participant). **21.B.4b** Apply higher-level team-building skills (e.g., trust building, problem solving, achieving a common goal) to achieve specific goals in physical activities.	**21.B.5a** Develop strategies that encourage the unique abilities and potential of others during physical activities. **21.B.5b** Apply team-building skills to achieve group/team goals.	

STATE GOAL 22

Understand principles of health promotion and the prevention and treatment of illness and injury.

WHY THIS GOAL IS IMPORTANT

Nutrition, exercise, rest, hygiene and safety are the bases for personal health. From an early age, students can recognize healthy habits and understand why they are important; as they become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Students who develop an effective understanding of basic health promotion can establish the foundation for personal health and well-being long after completing school.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

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As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Explain the basic principles of health promotion, illness prevention and safety.	**22.A.1a** Describe signs and symptoms of common childhood illnesses (e.g., fever, rashes, coughs, congestion). **22.A.1b** Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness). **22.A.1c** Identify dangerous situations and safety methods to reduce risks.	**22.A.2a** Describe benefits of early detection and treatment of illness. **22.A.2b** Demonstrate strategies for the prevention and reduction of illness (e.g., practicing cleanliness, making healthy food choices, acknowledging the importance of immunizations and regular health screenings). **22.A.2c** Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

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MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	**22.A.4a** Compare and contrast communicable, chronic and degenerative illnesses (e.g., poliomyelitis, cancer, arthritis).	**22.A.5a** Assess strategies for managing contagious, chronic and degenerative illnesses (e.g., regular health exams, proper treatment, support systems).	
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper use of medication, immunization, proper diet and exercise).	**22.A.4b** Predict results of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).	**22.A.5b** Analyze the effectiveness of health promotion and illness prevention methods using data from actual situations.	
22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	**22.A.4c** Demonstrate basic procedures in injury prevention and emergency care (e.g., first aid, CPR).	**22.A.5c** Research and report in oral and written forms how the prevention and control of health and safety problems have been altered by research and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes and heart disease).	

STATE GOAL 22

Understand principles of health promotion and the prevention and treatment of illness.

Continued

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
B. Describe and explain the health influences among individuals, groups and communities.	22.B.1 Demonstrate the ability to influence and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).	22.B.2 Describe how groups influence the health of individuals (e.g., eating practices, cleanliness, safety practices).
C. Explain how the environment can affect health.	22.C.1 Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).	22.C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
22.B.3 Describe how the individual influences the health and well-being of the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).	**22.B.4** Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).	**22.B.5** Analyze how public health policies and laws function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).	
22.C.3 Assess environmental conditions that affect the immediate area and develop solutions to correct environmental problems.	**22.C.4** Compare how individuals, communities and states prevent and correct health-threatening environmental problems (e.g., inspection, education, legislation).	**22.C.5** Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).	

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STATE GOAL 23

Understand human body systems and factors that influence growth and development.

WHY THIS GOAL IS IMPORTANT

To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions, and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages; as they progress, they understand how systems work together and how individual actions affect health. Even as they themselves grow and develop, students can learn to enhance the process throughout their school years.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

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As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Describe and explain the structure and functions of the human body systems and how they interrelate.	**23.A.1** Identify selected body systems, their basic parts and functions (e.g., muscular, skeletal, circulatory, respiratory, digestive, nervous).	**23.A.2** Describe how body systems function and interact with each other (e.g., blood transforming nutrients from the digestive system).
B. Explain the effects of health-related actions on the body systems.	**23.B.1** Identify healthy actions that influence the function of body systems (e.g., cleanliness, proper diet, exercise).	**23.B.2** Differentiate between positive and negative effects of health-related actions that affect body systems (e.g., cleanliness, exercise, diet).
C. Describe factors that affect growth and development.	**23.C.1a** Explain how individual differences among people occur in growth and development (e.g., height, weight). **23.C.1b** Identify stages in growth and development (e.g., stages of the life cycle from infancy to old age).	**23.C.2** Identify factors affecting growth (e.g., nutrition, inherited characteristics, illness).

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MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
23.A.3 Explain how body systems are influenced by environmental conditions (e.g., sun and skin cancer, air pollution and respiratory illness).	**23.A.4** Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).		
23.B.3 Explain the effects of health-related actions upon body systems (e.g., exercise, orthodontics, avoiding smoking and alcohol use).	**23.B.4** Explain and predict immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).	**23.B.5** Explain the effects of healthy living on individuals and on the genetic transfer to future generations.	
23.C.3 Describe the relationships among physical health factors during adolescence (e.g., the effects of fatigue on physical and mental performance, effects of nutrition on growth).	**23.C.4** Describe changes in physical health and body functions at various stages of the life cycle (e.g., childhood, adolescence, adulthood, advanced age).	**23.C.5** Research and assess how the aging process affects body systems (e.g., vision, hearing, immune system).	

STATE GOAL 24

Promote and enhance health and well-being through the use of effective communication and decision-making skills.

WHY THIS GOAL IS IMPORTANT

From an early age, students need to know how to communicate their health needs and request help from adults. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and beyond.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

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As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Demonstrate procedures for positive communication, resolving differences and preventing violence.	**24.A.1a** Differentiate between positive and negative behaviors (e.g., talking, pushing, name calling). **24.A.1b** Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening) essential to health and well-being.	**24.A.2a** Describe causes and consequences of conflict among youth. **24.A.2b** Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, non-threatening listening, body language).
B. Apply decision-making skills related to the protection and promotion of individual health.	**24.B.1** Describe how decision making affects health (e.g., personal differences in making decisions, how circumstances help determine actions, how to seek adult assistance).	**24.B.2** Explain a decision-making process as it applies to setting and achieving individual health goals (e.g., identifying problems, goal-setting strategies).
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.	**24.C.1a** Identify behaviors that are risky, threatening or harmful to themselves and others (e.g., not talking to strangers, not taking medicine from strangers). **24.C.1b** Demonstrate refusal skills (e.g., how to use support systems to reinforce refusals).	**24.C.2a** Demonstrate ways to avoid and reduce harmful or threatening situations. **24.C.2b** Describe situations where refusal skills are necessary (e.g., saying no to tobacco and alcohol use, avoiding physical abuse and exploitation).

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MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
24.A.3a Demonstrate methods for solving interpersonal differences without harm (e.g., differentiate between safe and dangerous activities, listening, reasoning). **24.A.3b** Analyze possible causes and consequences of conflict among youth in schools and communities. **24.A.3c** Explain how positive communication helps to build and maintain relationships.	**24.A.4a** Describe the causes and health consequences of conflict among individuals and groups (e.g., economic losses, threats to personal safety). **24.A.4b** Explain how positive communication can be used to prevent and resolve differences and formulate strategies for effective conflict resolutions.	**24.A.5** Describe strategies to overcome communication barriers about health issues.	
24.B.3 Apply decision-making strategies and skills to attain individual health goals (e.g., brainstorm to develop alternative possibilities).	**24.B.4** Explain how decision making affects the achievement of individual health goals (e.g., consequences of decisions made, peer group reactions to decisions).	**24.B.5** Relate immediate and long-term impacts of health decisions on the individual, family, and community.	
24.C.3 Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations.	**24.C.4** Determine individual health strengths and weaknesses (e.g., exercise level, nutritional status).	**24.C.5** Formulate a plan for lifelong health (e.g., good nutrition, exercise, healthy choices).	

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FINE ARTS

The draft Illinois standards for the fine arts were developed using the National Standards for Arts Education, other states' standards and local outcomes from Illinois school districts. Young children "respond to gestures and movement before they react to the spoken word. They understand and explore sound before they learn to speak. They draw pictures before they form letters. They dance and act out stories before they learn to read." (Charles Fowler, 1984). The arts are basic to a balanced and complete education for children.

The fine arts include dance, drama, music and visual arts—all vital and fundamental ways of knowing and thinking. The standards address sensory elements, organizational principles and expression of ideas, production or performance works, and the role of arts in civilization. Students also learn how the arts are similar, different or related to one another. When students create in images, gestures, sounds and words, they discover ways to shape and share their ideas with others. Students of fine arts learn to deal with ambiguity, to look at problems from multiple perspectives and to engage in speculative inquiry.

APPLICATIONS OF LEARNING

Applications of learning are significant methods of learning and using knowledge which cross academic disciplines. The ability to use these skills will greatly influence students' success later in life.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Problem solving is integral to the arts—providing students the opportunity to innovate and seek original solutions to open-ended problems. Multiple solutions are constructed using various sensory modes, individual and group experiences, and various media and tools. Students learn the relationships between processes and end products; they learn to communicate ideas, themes and meaning through solving problems in their art work.

COMMUNICATING

Express and interpret information and ideas.

The arts themselves are forms of communication. Active learning in this area means learning to translate individual ideas through various art forms. Students also participate in the communication process as receivers–observing, analyzing, evaluating, critiquing and interacting. The arts give students means of communication beyond reading, writing, listening and speaking. These modes include music, body and facial expression, voice quality, color, line, shape, form, space, time, energy and others.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Computers, synthesizers, film and video provide opportunities to create and record sound composition, animated images, montages and other works. These experiences can lead to career development in areas such as music, graphic arts, video and film production, scene design, choreography and others. Technology (CD-ROM, slides, film, video, laserdisk, on-line services) also can link the classroom with the work of renowned artists and performers.

WORKING ON TEAMS

Learn and contribute productively as an individual and as a member of groups.

Individual creativity and inspiration are at the heart of the arts, but so are collaboration and group dynamics. Teamwork settings include planning dramatic scenes, choreography, creation of group murals, performing music in ensembles, and others. These activities give students experience in reaching consensus, communicating ideas, considering the ideas of others and negotiating.

MAKING ACADEMIC CONNECTIONS

Recognize and apply connections of important information and ideas within and among academic learning areas.

Through the arts, students observe how dance, drama, music and visual art reflect history, society and everyday life. They see links between the individual and society in the creation and understanding of works of art. The arts relate to and reinforce other learning areas—for example, music and mathematics (fractions and note duration), drama and speech, visual arts and science (light and color), drama and history, dance and the language arts (action relating to words and poetry).

FINE ARTS

PROPOSED 1996 STATE GOALS

ACADEMIC STANDARDS

As a result of their schooling, students will be able to:

GOAL 25 Understand the sensory elements, organizational principles and ideas expressed in and among the arts.

ACADEMIC STANDARDS FOR GOAL 25

A. Describe, analyze and evaluate the sensory elements and organizational principles of works of art.
B. Define, analyze and evaluate how sensory elements and organizational principles are used to express ideas in the arts.
C. Compare and contrast similarities, differences and connections of sensory elements, organizational principles, and ideas expressed within and among the arts.

GOAL 26 Through creating and performing, understand how works of art are produced.

ACADEMIC STANDARDS FOR GOAL 26

A. Demonstrate an understanding of how tools and processes are used in the arts.
B. Apply skills and knowledge necessary to create and perform in the arts.

GOAL 27 Understand the role of the arts in civilizations, past and present.

ACADEMIC STANDARDS FOR GOAL 27

A. Analyze how the arts function in history, society and everyday life.
B. Analyze how the arts reflect history, society and everyday life.

STATE GOAL 25

Understand the sensory elements, organizational principles and ideas expressed in and among the arts.

WHY THIS GOAL IS IMPORTANT

Through observation, discussion, interpretation and analysis, students learn the "language" of the arts. They create and critique their own works, refining this means of communication. They also learn to understand the ideas of others as expressed in dance, drama, music or visual art forms.

NOTE: ***The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.***

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Describe, analyze and evaluate the sensory elements and organizational principles of works of art.	**25.A.1** Identify a variety of sensory elements in the arts (e.g., **DANCE**—space, time, energy; **DRAMA**—character, emotion, setting; **MUSIC**—tempo, dynamics, tone color/timbre; **VISUAL ARTS**—line, color, texture).	**25.A.2** Identify organizational principles in works of art (e.g., **DANCE**—compositional form; **DRAMA**—plot development; **MUSIC**—simple musical forms; **VISUAL ARTS**—composition).
B. Define, analyze and evaluate how sensory elements and organizational principles are used to express ideas in the arts.	**25.B.1** Identify the main ideas expressed in movement, sound, stories and pictures.	**25.B.2** Identify and describe how sensory elements communicate ideas in works of art.
C. Compare and contrast similarities, differences and connections of sensory elements, organizational principles, and ideas expressed within and among the arts.	**25.C.1a** Identify similarities among the sensory elements across the arts (e.g., body, voice, imagination, concentration, space, transformation, shape). **25.C.1b** Identify similarities and differences among the organizational principles across the arts (e.g., pattern, repetition, contrast, rhythm).	**25.C.2a** Describe how the art forms combine to create other art forms (e.g., puppetry combines the use of visual arts, music and dance). **25.C.2b** Compare and contrast sensory elements, organizational principles and ideas expressed among the arts.

MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
25.A.3 Describe how sensory elements and organizational principles function in works of art (e.g., **DANCE**—changes in dynamics to create variations in theme; **DRAMA**—character relationship to plot development; **MUSIC**—repetition and contrast in a symphony; **VISUAL ARTS**—line repeated to create patterns).	**25.A.4** Analyze and evaluate sensory elements and organizational principles in works of art (e.g., **DANCE**—rondo and canon; **DRAMA**—comedy and tragedy; **MUSIC**—blues and rondo; **VISUAL ARTS**—two-dimensional and three-dimensional).	**25.A.5** Analyze and evaluate student and professional works of art using criteria related to sensory elements and organizational principles (e.g., focus, clarity, continuity).	
25.B.3 Analyze how the sensory elements are organized to convey meaning in works of art.	**25.B.4** Analyze and evaluate how sensory elements and organizational principles are used to express ideas in a wide variety of works within an art form.	**25.B.5** Analyze and evaluate student and professional works of art using criteria related to expressing ideas (e.g., clarity of message, appropriate use of materials, interpretation of artists' intent, and sustaining of an idea in performance).	
25.C.3 Describe the characteristics of works in two or more of the arts that share similar ideas (e.g., subject matter, historical period or societal context).	**25.C.4** Compare and contrast the characteristics of works in two or more of the arts that share similar themes.	**25.C.5** Analyze and evaluate how sensory elements, organizational principles and expressive ideas are used across the arts.	

STATE GOAL 26

Through creating and performing, understand how works of art are produced.

As a result of their schooling, students will be able to:

WHY THIS GOAL IS IMPORTANT

Students learn the essential skills, media, tools and techniques used in production and performing dance, drama, music and visual art. They learn to shape ideas and emotions into sounds, images and actions. Creating and performing are at the core of the fine arts, promoting imaginative, critical and reflective thinking. As technical skills are acquired, students develop their own creativity and problem-solving ability and become responsive to the creativity of others.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

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ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Demonstrate an understanding of how tools and processes are used in the arts.	**26.A.1a** Identify the media and tools used to produce works of art (e.g., **DANCE**—the body used to produce dance; **DRAMA**—the mind, body and voice used to produce character and mood; **MUSIC**—singing or shaking, striking, blowing or bowing instruments; **VISUAL ARTS**—crayons, paints, scissors, markers, clay and fibers). **26.A.1b** Identify various processes used to produce works of art (e.g., **DANCE**—looking, listening, creating, performing, responding; **DRAMA**—perceiving, responding, imagining, creating, communicating to processes such as acting, improvisation, directing pantomime, designing, play writing; **MUSIC**—composing, conducting, performing; **VISUAL ARTS**—painting, drawing, printmaking, photography and sculpting).	**26.A.2a** Identify how various media and tools interact to produce works of art (e.g., **DANCE**—how resources [props, costumes] and stimuli [sound, stories, musical accompaniment] are used to enhance movement; **DRAMA**—how the mind [memory, concentration, imagination], body [gestures, expressions, movement] and voice [sounds, pitch, volume] are used in relation to pantomime, acting, play writing, staging; **MUSIC**—how selected timber/tone colors [strings, woodwinds, voices] interact in ensembles; **VISUAL ARTS**—how materials and equipment combine [yarn/loom, ink/brush, film/camera, clay/potter's wheel]). **26.A.2b** Identify how various processes are used alone and in combination with one another (e.g., **DANCE**—exploring, selecting, practicing and refining; **DRAMA**—imaging, creating, communicating with the skills of acting, improvising and play writing; **MUSIC**—composing, conducting and performing; **VISUAL ARTS**—mixed media, pencil drawings, watercolor and tempera paint).

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MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
26.A.3 Describe how tools and processes are used to create specific effects in the arts (e.g., **DANCE**—how the mind [imagining, recalling, describing] and body [patterning, imitating, practicing, improvising] respond to a range of stimuli, express moods and ideas and create characters and narratives in movement; **DRAMA**—how the support tools, sets, costumes, sound, lights, and props enhance body, mind and voice in the dramatization of story; **MUSIC**—how musical sounds are used when composing, conducting and performing; **VISUAL ARTS**—how visual images are affected by the selection of tools, materials and techniques).	**26.A.4** Analyze how tools and processes are combined to communicate ideas in works of art (e.g., **DANCE**—stimuli and technologies used to express content and form stylistic differences and aspects of production; **DRAMA**—the primary tools of mind, body and voice and support tools of costumes, props, lights, sound, makeup and sets used to express ideas through processes such as acting, designing and directing; **MUSIC**—ways musical sounds are produced [physics of sound, electronic instruments and computer technology] and how they are used in composing, conducting and performing; **VISUAL ARTS**—how selection of 2-dimensional and 3-dimensional materials and tools affect abstract and realistic expression of ideas).	**26.A.5** Assess the choice of tools and processes to communicate ideas in works of art (e.g., **DANCE**—evaluate how movement choices, technical skill, music accompaniment, production choices, lighting, and costume work to support an idea or message; **DRAMA**—evaluate how primary and support tools are used in the artistic process of perceiving, responding, imaging, creating, communicating, evaluating; **MUSIC**—analyze the components of a musical composition to evaluate how it conveys an idea or mood; **VISUAL ARTS**—evaluate how the selection of tools, materials and processes supports and influences the communication of ideas).	

STATE GOAL 26

Through creating and performing, understand how works of art are produced.

Continued

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
B. Apply skills and knowledge necessary to create and perform in the arts. *This standard is best delivered when students can participate in all of the arts. However, because skill instruction requires materials, equipment and specialists with extensive training, schools may not have all the resources to deliver this standard in all the arts.* *Through integrated arts instruction schools can offer a large range of these skills and knowledges to all students while strengthening other areas of the curriculum.*	**26.B.1** Demonstrate entry-level basic skills in the arts (e.g., **DANCE**—perform basic locomotor and non-locomotor movements, demonstrate the sensory elements in response to various types of accompaniment; **DRAMA**—demonstrate concentration, listening, improvisation, movement and voice; plan, practice and present a drama; **MUSIC**—sing or play on classroom instruments basic repertoire of music; relate symbol systems to musical sounds; **VISUAL ARTS**—create visual works of art using a variety of basic materials and tools).	**26.B.2** Demonstrate beginning basic skills in the arts (e.g., **DANCE**—demonstrate control and accuracy when moving in response to musical beat, create or reproduce a variety of dance forms using basic choreographic structure; **DRAMA**—demonstrate a sequence of events, actions, characters, narrative skills, environments and situations in ensemble and solo presentations; **MUSIC**—sing or play a varied repertoire of music, read and interpret basic traditional music notation; **VISUAL ARTS**—create works of visual art that communicate clear and focused ideas in both two- and three-dimensional forms).

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
26.B.3 Demonstrate intermediate skills in the arts (e.g., **DANCE**—perform combinations of step patterns and a variety of traditional dance styles and improvise or choreograph dances exhibiting specified qualities of movement; **DRAMA**—demonstrate story telling, improvisational skills and use of scripted material to create drama/theatre; **MUSIC**—sing or play with accurate intonation a challenging repertoire of music, read and interpret traditional music notation while singing and playing; **VISUAL ART**—create works of art that are realistic, abstract and decorative).	**26.B.4** Demonstrate proficiency in the arts (e.g., **DANCE**—perform in relation to other dancers with awareness of spacing, timing, rhythmic acuity, precision and clarity; **DRAMA**—create or re-create and perform a drama or theatre scene using basic skills of ensemble, individual performance and scenic elements; **MUSIC**—sing or play with accurate intonation music of challenging complexity and length, read and interpret complex music notation while singing or playing, and improvise and create or arrange composition within specific guidelines; **VISUAL ART**—create works of visual art based on planning, research and thematic development and demonstrate an understanding of various types of visual art).	**26.B.5** Demonstrate advanced skills in the arts (e.g., **DANCE**—use a variety of choreographic processes, technology, aesthetic principles and dance styles when performing techniques related to various dance forms; **DRAMA**—analyze a written work [create setting, props, music, costumes, make-up] and perform a character to support the analysis and direct, write, design or act in an ensemble performance using basic skills; **MUSIC**—sing or play with accurate intonation music of challenging complexity and length; read music notation while singing or playing complex music; improvise, create and arrange compositions of increasing complexity and length; **VISUAL ART**—initiate, research and solve visual art problems using various techniques to create a series of works).	

STATE GOAL 27

Understand the role of the arts in civilizations, past and present.

As a result of their schooling, students will be able to:

WHY THIS GOAL IS IMPORTANT

The arts are a record of civilization's past and present. Artists are influenced by—and influence—the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

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ACADEMIC STANDARD	EARLY ELEMENTARY LEARNING BENCHMARKS	LATE ELEMENTARY LEARNING BENCHMARKS
A. Analyze how the arts function in history, society and everyday life.	**27.A.1** Describe the ways the arts contribute to societies, civilizations and everyday life (e.g., the role of **DANCE** in depicting occupations and recreational celebrations; **DRAMA** in dramatizing fictional and nonfictional situations in stories; **MUSIC** in marches and lullabies; **VISUAL ARTS** in capturing situations in pictures and making items for use such as quilts and pottery).	**27.A.2a** Identify and describe how the arts portray universal themes (e.g., celebrations, seasons, transportation, patterns). **27.A.2b** Describe how the arts communicate similar ideas among one or more of the arts and other learning areas (e.g., meter in music to counting in math; symmetry in visual arts, dance, math and science; plot in drama and language arts).
B. Analyze how the arts reflect history, society and everyday life.	**27.B.1** Identify how the arts reflect different times and countries (e.g., **DANCE**—folk dances and singing games; **DRAMA**—dramatic folk tales; **MUSIC**—patriotic songs; **VISUAL ARTS**—wall carvings and totems).	**27.B.2a** Identify and describe how the arts tell a story about the people and times (e.g., connect artworks, artifacts, folk dances and dramas to society and civilizations). **27.B.2b** Identify how the arts reflect the differences between past societies and present-day life through works of art (e.g., **DANCE**—musicals, ballets; **DRAMA**—plays and stories; **MUSIC**—symphonies and traditional songs; **VISUAL ARTS**—paintings, sculpture and decorative arts).

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MIDDLE/JUNIOR HIGH SCHOOL LEARNING BENCHMARKS	EARLY HIGH SCHOOL LEARNING BENCHMARKS	LATE HIGH SCHOOL LEARNING BENCHMARKS	NOTES
27.A.3a Explain how the arts have traditionally functioned in various societies and civilizations (e.g., costumes, masks, dances and movements, sound patterns sculptures, frescos, symbols in ceremonies and performances). **27.A.3b** Describe the role of the arts in creative problem solving in the world of work (e.g., graphic designer, recording engineer, architect, set designer, and choreographer).	**27.A.4a** Analyze how the arts function in contemporary society and everyday life (e.g., advertising, architecture, computer imaging, social dance, popular music, television, film, performance art). **27.A.4b** Analyze how inventions have influenced the work of contemporary artists (e.g., electricity, printing process, mass media and technology).	**27.A.5a** Compare and contrast how the arts function in society and civilization, in the past and present (e.g., trace styles in an art form, analyze the role of the arts in expressing ideas, research the antecedents of popular art forms). **27.A.5b** Analyze the role and connections between the arts and among the other academic subject areas (e.g., how sound is related to acoustics, how community planning is related to architecture, how drama/theatre relates to documentary films).	
27.B.3 Explain how the arts are used to increase understanding of societies, past, and present (e.g., by examining ceremonies, performances, exhibitions and structures).	**27.B.4** Analyze the distinguishing characteristics of works of art from historical periods.	**27.B.5** Research and analyze the relationship of the arts to history, society and civilizations (e.g., examine the use of masks in ceremonies and performances, examine the use of hero in theatrical form, examine the use of abstraction in visual images, examine the use of improvisation in music and dance).	

CROSSWALK

APPENDIX A

ENGLISH LANGUAGE ARTS

The purpose of the crosswalk is to allow quick comparisons between the 1985 State Goals for Learning and the draft goals and academic standards for 1996. The 1996 draft goals and academic standards amplify and clarify the 1985 goals. It is the view of the writing teams that all of the essential elements from the 1985 state goals have been addressed in the draft goals or embedded in the 1996 draft goals and academic standards.

The fundamentals of using language—reading, writing, listening, and speaking, as well as the study of literature—remain highlighted in the draft goals. Goal 5 attempts to move forward from the 1985 goals to address application of the fundamentals toward real-life situations such as research and the use of information. The 1996 goals, while accommodating a variety of teaching and learning styles, acknowledge that language processes develop in a dynamic, fluid manner.

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand how and why language functions and evolves. Read, comprehend, interpret, evaluate and use written material.	**1** Read with understanding and fluency. A. Apply word analysis and vocabulary skills to comprehend text. B. Apply reading strategies to improve fluency and understanding. C. Demonstrate comprehension of a broad range of reading materials.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the various forms of significant literature representative of different cultures, eras and ideas.	**2** Understand the expressed meaning in literature representative of various societies, eras and ideas. A. Demonstrate an understanding of literary elements and techniques. B. Explain, analyze and interpret the expressed meaning in literature representing various societies, eras and ideas.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.	**3** Write to communicate for a variety of purposes. A. Use correct grammar, spelling, punctuation, capitalization and sentence structure. B. Compose well-organized and coherent writing for specific purposes and audiences. C. Communicate ideas in writing to accomplish a variety of purposes.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Listen critically and analytically. Use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.	**4** Listen and speak effectively in a variety of situations. A. Listen effectively in formal and informal situations. B. Speak effectively using language appropriate to the situation and audience.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the various forms of significant literature representative of different cultures, eras and ideas.	**5** Use reading, writing, listening and speaking skills to research and apply information for specific purposes. A. Locate, acquire and organize information from various sources to answer questions and solve problems. B. Analyze and evaluate information acquired from various sources. C. Apply acquired information, concepts and ideas.

CROSSWALK

APPENDIX A

MATHEMATICS

In 1985, there were seven state goals for learning in mathematics; this document proposes five. The mathematics writing team concluded that understanding and use of ratios and percentages are subsets of computation and having a sense of numbers and included those topics under that goal. Another 1985 goal stated that students would be able to use mathematics skills to estimate, approximate and predict outcomes and to judge reasonableness of results. The team concluded that these important abilities should be applied and included across all mathematics goals.

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Perform the computations of addition, subtraction, multiplication and division using whole numbers, integers, fractions and decimals. Understand and use ratios and percentages. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**6** Demonstrate a knowledge and sense of numbers and their representations, including basic operations (addition, subtraction, multiplication, division), ratios and proportions, by using multiple ways of obtaining exact values and estimates to understand patterns involving numbers and their applications. A. Demonstrate knowledge and use of numbers and their relations and representations in a broad range of settings from theoretical to practical. B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division), algorithms and relationships. C. Solve problems using multiple approaches to computation including estimation, mental mathematics, paper-and-pencil methods and technology. D. Solve problems involving the comparisons of quantities using ratios, proportions and percents.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Make and use measurements, including those of area and volume. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**7** Make, use and estimate measurements of objects, amounts and relationships and determine tolerable levels of error. A. Measure and compare quantities using appropriate units, instruments and methods. B. Estimate measurements and determine tolerable levels of error in measurements. C. Apply appropriate instruments, scales and formulas to solve problems and interpret results.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Identify, analyze and solve problems using algebraic equations, inequities, functions and their graphs. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**8** Identify and describe patterns and relationships in actual data, as well as solve problems and predict results using algebraic methods and symbols, tables, graphs, calculators and computers. A. Identify numerical relationships using variables and patterns. B. Analyze and describe numerical relationships using a variety of representations. C. Solve problems using systems of numbers and their properties. D. Apply algebraic concepts and procedures to represent, simplify and solve problems.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand and apply geometric concepts and relations in a variety of forms. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**9** Analyze, categorize and draw conclusions about objects and spatial relationships using geometric methods and drawings, sketches, graphs, models, symbols, calculators and computers. A. Demonstrate and apply basic geometric concepts in one, two and three dimensions. B. Identify, describe, classify and compare relationships within and among one-, two- and three-dimensional figures. C. Construct convincing arguments and proofs to represent, transform and solve problems. D. Apply trigonometric properties to solve problems.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand and use methods of data collection and analysis, including tables, charts and comparisons. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**10** Collect, organize and analyze data using statistical methods and tables, charts, graphs, calculators and computers to represent processes, to predict results and to interpret uncertainty and chance in practical applications. A. Organize, represent, analyze and make conclusions from existing data. B. Formulate questions, design data collection methods, gather and analyze data and communicate findings. C. Determine and describe the probability of an event.

CROSSWALK

APPENDIX A

SCIENCE

In this draft, proposed Goal 11 consolidates two 1985 goals addressing scientific research and methods and unifies the processes with the purposes of the scientific method. By emphasizing inquiry, it promotes a deeper understanding of research methods and applications. Proposed goal 12 focuses on unifying concepts and knowledge in the sciences, fostering greater depth of understanding across and beyond traditional science technology disciplines. The relationships among science and society can be understood more clearly through the wording of proposed Goal 13. Within these proposed goals, emphasis is equally distributed among process (Goal 11), content (Goal 12) and relationships (Goal 13).

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Have a working knowledge of the principles of scientific research and their application in simple research projects. Have a working knowledge of the processes, techniques, methods, equipment and available technology of science.	**11** Understand and apply the methods of scientific inquiry and technological design to investigate questions, solve problems and analyze claims. A. Explain the principles and practices of scientific research. B. Apply the steps and methods of scientific inquiry to conduct experiments and investigate research questions. C. Apply the principles and methods of technological design to solve problems. D. Assess the credibility of scientific claims.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Know the concepts and basic vocabulary of biological, physical and environmental sciences and the application to life and work in contemporary technological society.	**12** Understand the facts and unifying concepts of the life, physical and earth/space sciences. A. Apply concepts of systems within the sciences. B. Apply concepts of form and function within the sciences. C. Apply concepts of change and constancy within the sciences. D. Apply concepts of models and explanations within the sciences.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Have a working knowledge of the social and environmental implications and limitations of technological development. **Know the concepts and basic vocabulary of biological, physical and environmental sciences and the application to life and work in contemporary technological society.**	**13** **Understand connections and relationships among science, technology and society.** A. Explain the historical development and importance of science and technology. B. Explain conceptual relationships between science and technology. C. Describe and analyze relationships among science, technology and society in practical situations.

CROSSWALK

APPENDIX A

SOCIAL SCIENCE

The first 1985 goal for social science dealt with both civics and economics. These have been separated and more clearly defined in Goals 14 and 15 and their related academic standards. This approach will help students better understand the related but separate ideas in these two disciplines.

The 1985 goal that addressed application and decision making has been incorporated into the Applications of Learning and the standards and benchmarks under all 1996 goals for social science.

As a result of their schooling, students will be able to:

1985 STATE GOAL	PROPOSED 1996 STATE GOALS & ACADEMIC STANDARDS
Understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.	**14** Understand, analyze and compare political systems, with an emphasis on the United States. A. Describe and explain basic principles of the United States government. B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations. C. Describe and explain election processes and responsibilities of citizens. D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations. E. Describe and explain United States foreign policy as it relates to other nations and international issues. **15** Understand, analyze and compare economic systems, with an emphasis on the United States. A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services. B. Analyze the effects of scarcity and choice on consumers. C. Analyze the effects of scarcity and choice on producers. D. Explain how trade generates interdependence affecting the economies of nations.

1985 STATE GOAL

Understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS

16 Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A. Describe and explain contributions of selected individuals throughout history.
B. Explain the chronology and significance of major social, economic and political events throughout history.
C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.
D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.
E. Analyze the roles played by groups in developing a pluralistic society in the United States.

1985 STATE GOAL

Demonstrate a knowledge of world geography with emphasis on the United States.

PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS

17 Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.
B. Analyze and explain characteristics and interactions of the earth's physical systems.
C. Analyze and explain relationships between geographic factors and society.
D. Explain the historical significance of geography.

1985 STATE GOALS

Demonstrate knowledge of the basic concepts of the social sciences and how these help interpret human behavior.

Apply the skills and knowledge gained in the social sciences to decision making in life situations.

PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS

18 Understand, analyze and compare social systems, with an emphasis on the United States.

A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.
B. Analyze the roles of groups and institutions in relation to people and societies.

CROSSWALK

APPENDIX A

PHYSICAL DEVELOPMENT & HEALTH

The 1985 goals for physical development and health varied greatly from the very broad to the very specific. The proposed 1996 goals and standards "smooth out" and organize student learning while updating the goals in light of the last decade of education research.

For example, personal fitness plans have been incorporated within the standards and benchmarks for proposed Goal 19.

Overall, physical development and health have become more interrelated in the new goals/standards structure, with general emphasis on promoting health and acquiring skills that will be valuable beyond the school setting.

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance. Plan a personal physical fitness and health program.	**19** Understand concepts and acquire competent movement skills to engage in health-enhancing physical activity. A. Demonstrate and analyze various movement concepts and applications. B. Demonstrate knowledge of rules and strategies during physical activity. C. Demonstrate physical competency in individual and team sports and recreational activities.

1985 STATE GOAL	PROPOSED 1996 STATE GOALS & ACADEMIC STANDARDS
Perform a variety of complex motor activities.	**20** Understand how to assess, achieve and maintain physical fitness for continuing health. A. Know and apply the physiological principles and components of health-related fitness. B. Assess individual fitness levels. C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan. **21** Develop team-building skills by working with others through physical activity. A. Demonstrate responsibility during group physical activities. B. Demonstrate participatory and leadership skills during planned group physical activity.

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1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Demonstrate a variety of basic life-saving activities. Understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.	**22** Understand principles of health promotion and the prevention and treatment of illness and injury. A. Explain the basic principles of health promotion, illness prevention and safety. B. Describe and explain the health influences among individuals, groups and communities. C. Explain how the environment can affect health.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the physical development, structure and functions of the human body.	**23** Understand human body systems and factors that influence growth and development. A. Describe and explain the structure and functions of the human body systems and how they interrelate. B. Explain the effects of health-related actions on the body systems. C. Describe factors that affect growth and development.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand consumer health and safety, including environmental health.	**24** Promote and enhance health and well-being through the use of effective communication and decision-making skills. A. Demonstrate procedures for positive communication, resolving differences and preventing violence. B. Apply decision-making skills related to the protection and promotion of individual health. C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

CROSSWALK

APPENDIX A

FINE ARTS

The proposed goals simplify and clarify the language of the 1985 State Goals, with attention to relationships within the arts and to other disciplines. The addition of the standards for each goal will allow students and teachers to better organize and plan arts studies.

The proposed goals are intended to address the larger issues of how arts allow expression, convey meaning and reflect society and culture, rather than directing attention to smaller pieces of information such as identification of individual art works.

As a result of their schooling, students will be able to:

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the principal sensory, formal, technical and expressive qualities of each of the arts.	**25** Understand the sensory elements, organizational principles and ideas expressed in and among the arts. A. Describe, analyze and evaluate the sensory elements and organizational principles of works of art. B. Define, analyze and evaluate how sensory elements and organizational principles are used to express ideas in the arts. C. Compare and contrast similarities, differences and connections of sensory elements, organizational principles, and ideas expressed within and among the arts.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Identify processes and tools required to produce visual art, music, drama and dance. Demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts. Describe the unique characteristics of each of the arts.	**26** Through creating and performing, understand how works of art are produced. A. Demonstrate an understanding of how tools and processes are used in the arts. B. Apply skills and knowledge necessary to create and perform in the arts.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present. Describe the unique characteristics of each of the arts.	**27** Understand the role of the arts in civilizations, past and present. A. Analyze how the arts function in history, society and everyday life. B. Analyze how the arts reflect history, society and everyday life.

CROSSWALK

APPENDIX A

FOREIGN LANGUAGES

Foreign language is not a fundamental learning area as identified in the School Code, section 28-1. The foreign language goals, academic standards and learning benchmarks presented here are intended to be used as a resource for foreign language programs.

Although Foreign Languages were not included in the 1985 State Goals for Learning, languages are being taught and learned in many Illinois schools. The proposed goals and standards focus on the study of the target language to communicate within and beyond the classroom, to understand the customs, arts, literature, history and geography of the target language, and to make connections and reinforce knowledge and skills across academic vocational and technical disciplines.

As a result of their schooling, students will be able to:

1985 STATE GOAL

There were no goals in 1985 for Foreign Languages.

PROPOSED 1996 STATE GOALS & ACADEMIC STANDARDS

28 Use the target language to communicate within and beyond the classroom setting.

A. Understand oral communication in the target language.
B. Speak effectively in the target language in various settings.
C. Understand written passages in the target language.
D. Write effectively in the target language for a variety of purposes and audiences.

29 Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

A. Demonstrate knowledge of manners and customs.
B. Demonstrate knowledge and understanding of the arts.
C. Demonstrate knowledge and understanding of literature and the media.
D. Demonstrate knowledge and understanding of history.
E. Demonstrate knowledge and understanding of demographics and geography.

30 Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

A. Reinforce and further knowledge of other disciplines through the target language.
B. Demonstrate knowledge and understanding of a variety of career options.

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FEEDBACK INSTRUMENT ONE

APPENDIX D

Questions concerning this feedback instrument may be directed to your Regional Office of Education or the Illinois State Board of Education at 1-800-387-1470 or rschaljo@spr6.isbe.state.il.us

Your feedback is vital. Given the scope and importance of the Illinois Academic Standards Project, this draft is being distributed statewide—to educators and others—for review and comment. Your observations will help make these standards a truly effective tool for teaching and learning. The teams who worked on the project have asked that you complete this instrument and return it by November 29, 1996.

Please duplicate as needed.

SEND TO:
Academic Standards Project
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001

RESPONDENT INFORMATION

This response represents the opinion of (check one):
☐ An individual ☐ A group (if group, how many?) _____

Geographic Location:
County _____ (If Cook, Chicago?) ☐Yes ☐No

Portion(s) of the Document Reviewed by Respondent(s):

☐ Introduction ☐ Science ☐ Fine Arts
☐ English Language Arts ☐ Social Science ☐ Foreign Languages
☐ Mathematics ☐ Physical Education/Health

Level(s) of Benchmarks Reviewed:

☐ Early Elementary ☐ Early High School
☐ Late Elementary ☐ Late High School
☐ Middle/Jr. High

RESPONDENT AFFILIATION *(Check all that apply.)*

☐ **Parent** ☐ **Student**
☐ **Community Member** ☐ **Other** _____
☐ **Higher Education**
☐ **Corporate or Business Community**
☐ **School Board or Council Member (past or present)**

Teacher or Other Professional Staff
☐ Elementary ☐ Middle/Jr. High ☐ High School
☐ Other _____

Administrator
☐ School-Level ☐ District-Level ☐ Regional

HELPFULNESS TO TEACHING AND LEARNING

Please circle the one response which most closely reflects your agreement or disagreement with the following statements regarding the draft Illinois Academic Standards:

The Academic Standards have the potential to help

	Disagree		*No Opinion*		*Agree*
1. improve student learning.	1	2	3	4	5
2. clarify the aims and results of schooling.	1	2	3	4	5
3. build a common understanding of the purpose of schooling among educators and the public.	1	2	3	4	5
4. refine assessment of student learning.	1	2	3	4	5
5. report student achievement and success.	1	2	3	4	5
6. build a practical, yet effective accountability system.	1	2	3	4	5
7. connect important learning within and among learning areas.	1	2	3	4	5
8. reduce difficulties associated with student transition from school to school.	1	2	3	4	5

QUESTIONS & COMMENTS *(Attach additional sheets as necessary.)*

Continued on next page

GOAL AND ACADEMIC STANDARDS COMMENTS

Please indicate your opinion about any specific draft goals and academic standards. Academic standards are statements that help interpret a goal.

GOAL NUMBER	STANDARD LETTER	IMPORTANT FOR STUDENTS TO KNOW AND BE ABLE TO DO?					CLEARLY WRITTEN?					SUGGESTIONS FOR IMPROVEMENT
		DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	
		1	2	3	4	5	1	2	3	4	5	
		1	2	3	4	5	1	2	3	4	5	
		1	2	3	4	5	1	2	3	4	5	

LEARNING BENCHMARK COMMENTS

Please indicate your opinion about specific draft learning benchmarks. Learning benchmarks are more detailed statements that help interpret the academic standards. Learning benchmarks have been prepared at five developmental levels: early elementary, late elementary, middle or junior high school, early high school and late high school.

GOAL NUMBER	STANDARD LETTER	BENCHMARK NUMBER	UNDERSTANDABLE?					ACADEMICALLY RIGOROUS?					ATTAINABLE FOR BENCHMARK LEVEL?					MEASURABLE?					SUGGESTIONS FOR IMPROVEMENT
			DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	

RESOURCES NEEDED

Please list the services, resources or materials you anticipate needing in order to make the standards and benchmarks effective (attach additional sheets as necessary). Teachers may want to attach examples of student work that meets specific standards.

FEEDBACK INSTRUMENT TWO

APPENDIX E

Questions concerning this feedback instrument may be directed to your Regional Office of Education or the Illinois State Board of Education at 1-800-387-1470 or rschaljo@spr6.isbe.state.il.us

This instrument is designed specifically for review and comment on the applicability of the goals and academic standards to school improvement. It may be particularly useful for group discussion and response. The teams who worked on the project have asked that you complete this information, attaching additional pages as needed, and return it by November 29, 1996.

Please duplicate as needed.

SEND TO:
Academic Standards Project
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001

RESPONDENT INFORMATION

This response represents the opinion of (check one):
☐ An individual ☐ A group (if group, how many?) _____

Geographic Location:
County _____ (If Cook, Chicago?) ☐ Yes ☐ No

Portion(s) of the Document Reviewed by Respondent(s):

☐ Introduction ☐ Science ☐ Fine Arts
☐ English Language Arts ☐ Social Science ☐ Foreign Languages
☐ Mathematics ☐ Physical Education/Health

Level(s) of Benchmarks Reviewed:

☐ Early Elementary ☐ Early High School
☐ Late Elementary ☐ Late High School
☐ Middle/Jr. High

RESPONDENT AFFILIATION *(Check all that apply.)*

☐ **Parent** ☐ **Student**
☐ **Community Member** ☐ **Other** _____
☐ **Higher Education**
☐ **Corporate or Business Community**
☐ **School Board or Council Member (past or present)**

Teacher or Other Professional Staff
☐ Elementary ☐ Middle/Jr. High ☐ High School
☐ Other _____

Administrator
☐ School-Level ☐ District-Level ☐ Regional

FOCUS ON STANDARDS

Listed below are several questions that are intended to provide focus for individuals or discussion groups. Review and comment are invited for these and other areas of interest or concern. Please provide comments in typewritten form to facilitate analyzing responses. An efficient strategy may be to select only those questions that respondents feel strongly about or those which match their expertise.

1. **Do the draft Goals, Academic Standards and Learning Benchmarks meet the criteria for standards by**
   a. being clear and understandable to students, parents, educators, business representatives and the community at large?
   b. including an appropriate combination of knowledge and skills, not just facts alone or skills alone?
   c. building upon, but being rigorous enough to go beyond the basics within each of the academic disciplines and at each benchmark?
   d. being specific enough to convey what each student should learn but broad enough to allow for a variety of approaches to teaching, curriculum, course design and assessment?
   e. being specific enough to be used in assessing progress (measurable) and improving students' learning?
2. **Are the draft goals, academic standards and learning benchmarks attainable, too high or too low?**

Continued on next page

3. **How could the draft goals, academic standards and learning benchmarks be refined to**
   a. enhance student learning?
   b. become more helpful for educators?
   c. communicate the intended results of schooling to parents, business representatives and the community?
4. **What parts of this draft document are**
   a. most informative?
   b. least informative?
5. **What services, resources or materials do you anticipate students needing in order to make the goals, academic standards and benchmarks useful?**
6. **What services, resources or materials do you anticipate educators needing in order to make the goals, academic standards and benchmarks useful?**
7. **What services, resources or materials do you anticipate the public needing in order to further understand the goals, academic standards and benchmarks?**

GENERAL COMMENTS

NOTES

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